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ABSTRACT

A random sample of 8,009 research university professors' paid consulting work was examined from the local-cosmopolitan framework. Analysis of the results, using four levels of consulting (none, mild, moderate, active) showed that: (1) 54 percent devote some portion of their normal work week to consulting; (2) the most active consultants (about 5 percent of the population) were politically the most conservative professors, started consulting at a younger age and continued longer, earned more but were least satisfied with their salary, felt less influential in department governance, and had more offers to move but were in fact less mobile; and (3) in contrast to nonconsultants, mild and moderate consultants published more, maintained more network connections, most effectively integrated their consulting role with governance and teaching and research, and appear to be more satisfied with their careers. A brief bibliography, tables, and diagrams are included. (Author/MSE)

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FACULTY CONSULTING AND THE CONSULTANT

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FACULTY CONSULTING AND THE CONSULTANT

ABSTRACT

A random sample (N=8,009) of research university professors' paid consulting behavior was examined from the local-cosmopolitan framework. Correlates with a four level ordinal variable of consulting (none, mild, moderate, active) showed that: (1) 54% devote some portion of their normal work week to consulting; (2) the most active consultants (about 5% of the population) were politically the most conservative professors, started consulting at a younger age and continued longer, earned more but were least satisfied with their salary, felt less influential in departmental governance, and had more offers to move but in fact were less mobile; (3) in contrast to non-consultants, mild and moderate consultants published more, maintained more network connections, most effectively integrated their consulting role with governance, teaching, and research, and appear to be more satisfied with their careers.

INTRODUCTION

While faculty behavior in governance has been studied extensively as one dimension of the professor's service role, consulting--another aspect of service--has not received systematic attention. Even those studying faculty workload activities (e.g., Blau, 1973; Yuker, 1974) fail to provide empirical data on the extent of the activity and the nature of those academics who consult.[1] In fact, studying consulting appears to be taboo, and for understandable reasons.

In the first place, many colleges and universities have ambiguous policies on faculty consulting, or no written ones at all. When a president cynically remarks that half of his faculty are off consulting, and the other half about to depart, he appeases an external constituency jealous of the supposed soft life within the academy and simultaneously enhances his status as the leader of an institution so prestigious as to have a coterie of experts needed in Washington and around the world. At the same time, when administrators urge faculty to seek outside grants, and in the next breath admonish them for leaving campus, there is an understandable faculty reluctance for open disclosure about relationships with external organizations.

Second, Eulau and Quinley's (1970) interviews with state legislators made clear the public belief that consulting detracts from the professor's principal role--teaching. Alan Pifer's (1975) presidential report to the Carnegie Corporation stated that faculty consulting has too frequently taken the form of self-seeking absenteeism from the campus. Add to these considerations the recent embarrassment of Stanford paying back the federal government $155,000 for excessive consulting by professors who were on grants along with the request of a

University of California physicist, Charles Schwartz, for annual public disclosures by all faculty of their consulting and one can understand why consulting is taboo.

Moreover, concern over the issue seems to be intensifying. "Outside Income on University Time" was the headline and feature story in the Chronicle (Watkins, 1978). The University of California - Berkeley voted on disclosure (Los Angeles Times, 1978), letters to the editor followed (Thomas, 1978), and Change devoted an article to faculty consulting (Wildavsky, July 1978). There are therefore practical as well as theoretical reasons for making a systematic study of the consulting role some faculty engage in.

Even a definition of consulting is debatable. We can begin with Clark's (1962:45):

> The Consultant is the big-time professional man, ... who has a national reputation and mobility. ... He is primarily concerned with practice, the application of knowledge rather than with disinterested study. But since he is well-known and mobile, he is not fully identified with the institution where he is currently located; tomorrow he may move to another spot in his field.

But how many faculty fit this description? Supposing some do, what are their characteristics by academic discipline, rank, and age? Are there different behaviors for different degrees of consulting? Or are all consultants alike irrespective of the time they give to this role? How does consulting relate to teaching, research, and institutional service? Are those who consult the establishment's liberals, as Ladd and Lipset (1975b) claim, or are they the conservatives who have a complicit relationship with the military-industrial complex, as Schwartz believes (Scully, 1975:9)?

What assertions regarding consultants will empirical data support?

The controversial nature of consulting and the contradictory and unsupported claims advanced about the role make it important to have reliable data available.

CONCEPTUAL FRAMEWORK

The consultant is the prototype cosmopolitan, as Gouldner (1957; 1958) developed the concept from Merton (1957). Gouldner's notions were used to guide the data selected here despite serious questions with respect to his conceptualization. Questions have been raised with regard to Gouldner's (1) dimensionality of the construct (see, e.g., Goldberg et al, 1965; Filley and House, 1969; Berger and Grimes, 1973), i.e., there is an assumption of undimensionality such that an orientation to the local organization precludes an orientation to the profession, and vice versa; (2) the comparability of the persons sampled (see, e.g., Ritti, 1969; Grimes and Berger, 1970), i.e., there is an assumption of homogeneity that will not be met in a large sample cutting across institutional types or within complex organizations with extensive role differentiation; and (3) the ways in which the concept has been operationalized (see, e.g., Abrahamson, 1965; Altman, 1968), i.e., for comparing findings across studies using the same construct there is the assumption that the same measures would be used, and this is seldom the case. Also [author reference] reports serious limitations with the construct.

The findings, however, are more empirical than they are hypotheses deduced from a conceptual framework. Furthermore, the findings suggest that studying academics may be more fruitful from a more global perspective than from a more narrow set of typologies or traits. The data, nonetheless, do focus on influence, participation, informal relations,

and other related concepts. Most important, they do shed light on the nature of faculty consulting and the consultant.

DATA AND MEASURES

The data come from the 1969 American Council on Education (ACE) - Carnegie Commission (CC) national survey of faculty. (See Bayer, 1970.) Their 60 percent response rate produced an N of 60,028. The tape used in this analysis is a 1/3 random sample (N = 20,008) shown by Trow (1972) to be completely statistically comparable. The sample was further reduced to 10,418 by including only full-time faculty with the ranks of assistant, associate, or full professor and who worked in complex, research-oriented, doctoral granting universities, a number representing somewhere between 20 and 25 percent of all of the approximately 600,000 U.S. faculty. (See the Carnegie Commission classification of institutions for their typology of institutions (1973). Research Universities I and II are the universe for this inquiry.) It was felt that the percentage of consulting faculty who were at emerging universities, comprehensive colleges, liberal arts colleges, and community colleges would be significantly less so that their inclusion in the sample would confound rather than clarify the characteristics of consultants. (See the point above on problems with the cosmopolitan-local construct caused by heterogeneity in the sample.)

Unfortunately, the ACE questionnaire itself introduced some ambiguity in the term. In one place in the instrument consulting was linked with the counseling of students. Since the interest here is with paid consulting external to the university, only those respondents who indicated that they considered consulting to be one of their normal workweek's

activities and/or who had been paid for consulting in the two years prior to the survey were retained in the sample. These criteria brought the final sample to 8,009. The bivariate analyses frequently had N's about 100 less because of missing data. Nonetheless, this is a most reliable sample and more than adequate for conducting analyses and for having confidence in the findings. At the same time, there is no assurance that those who say they consult for pay are paid for every consultantship. Hence the number of faculty consulting and the amount of paid consulting is no doubt overestimated in this data. In addition, this population is restricted to those faculty who (on the average) consult the most, viz; professors in research universities, so again the data will show an overestimate of the activity for all academics on a national scale. As stated above, the interest here is on the characteristics of paid consultants, not the fraction of the universe who consult.

The measure of amount of consulting was the faculty member's response along a seven point scale when asked for the average percent of time per week given to consulting; 0; 1-10; 11-20; 21-40; 41-60; 61-80; 81-100%. Since less than five percent of the cases were in the last four intervals, these were collapsed into one cell. Four groups were formed from those who consulted 0; 1-10; 11-20; and 21 or more percent of their time. The four groups were given the names, respectively, None, Mild consultants, Moderate consultants, and Active consultants.

FINDINGS

A. Personal Attributes

As Table 1 shows, 54.2 percent of the sampled faculty consult one or more percent of their time during a normal working week. There is a

positive, linear relationship between rank and amount of consulting for the mildly and moderately active consultants but not for the approximately

[Insert Table 1 about here.]

four percent of the subjects who were very active consultants. These latter individuals tended to be found about equally in all ranks, a first clue that this group is different from the others in kind and not just in degree.

With respect to age among those who consult, Figure 1 shows an appreciable decline for mild consultants after age 50 (and for the population considered as a whole, for this is the dominant group). At the same time, the proportion of faculty who were moderately or very actively

[Insert Figure 1 about here.]

involved in consulting was rather steady from an early age--thirty five. [2]

Table 2 displays the wide variation across fields of specialization. Not surprising, the professional schools dominate. Medicine has 84 percent of its faculty consulting whereas the average in the humanities is

[Insert Table 2 about here.]

30 percent. Somewhat surprising is the degree to which social scientists exceed natural scientists, a phenomenon not explained by the data, but which might have arisen from the "Great Society's" attention to social problems.

With respect to political orientation, one of the criticisms of faculty consulting involves the relationship between the academic community and the corporate and government organizations which utilize the expertise of the academic community. These critics identify consulting with careerism and support for establishment policies and argue that

those who consult for government and business have the most to lose from any significant changes in the university or larger society and hence are strongly supportive of a status quo (Guttman and Willner, 1976). Ladd and Lipset (1975a) investigated this charge and concluded that it lacked any merit since faculty consultants were more liberal-left in their political orientations than the professoriate-at-large. The data from the present study dispute Ladd and Lipset's conclusions and suggest that, in general, university professors who consult are more conservative-right in their political orientation than is the professoriate-at-large.

In their analysis of the 1969 ACE-CC data, Ladd and Lipset developed a detailed profile of the political orientation of faculty members. They found that "the more scholarly and highly achieving faculty appear significantly more disposed to liberal-left views than the entire professoriate (1975a:142)." "The comparative record, then, is clear. Faculty have been the most liberal large occupational stratum in America. Those most involved in creative scholarly work at the most prestigious universities have been the most liberal among them (Ladd and Lipset, 1974:211)." They dispute critics who suggest that academic consultants are necessarily biased in favor of the status quo.

> Because it has frequently been alleged that federal consulting and research grants tend to make the recipients more conservative, we examined the politics of consultant--grantees--faculty who in the twelve months preceding the survey had both served as paid consultants to some agency of the national government and held federal research grants. Some may have become more conservative as a result of these contacts, but professors who consult for the government and drew on its largesse were still more liberal-left in general political orientation--for example, more critical of government policies in Vietnam and more supportive of the student protests of the late sixties--than were the rank and file faculty (Ladd and Lipset, 1975a:144).

The data from the present study do not support Ladd and Lipset's contention that consultants tend to be more liberal-left in general political orientation than nonconsulting faculty. Question 61 (A) of the survey asked, "How would you characterize yourself politically at the present time?" The five alternatives for answers ranged from left to strongly conservative. As is shown in Table 3, while the population as a whole is slightly left of center, the percentages of those faculty who reported conservative-right versus liberal-left political orientations are more likely to be consultants (≥1%). Table 3 demonstrates that the percentages of those who were moderately or very actively involved in consulting increase towards the politically conservative end of the scale.

[Insert Table 3 about here.]

The discrepancy between the Ladd and Lipset study and the present study is probably due to the fact that Ladd and Lipset (1975a) based their conclusions on only those faculty members who had served as paid consultants to some agency of the federal government and who also held federal research grants (Question 54 of the ACE-CC survey). By focusing only on those consultants who were also active researchers, they confounded their results in that consulting and research are correlated. As Ladd and Lipset (1975a) found in their study, faculty who were oriented toward research were consistently more liberal than faculty oriented toward teaching.

As was discovered in the present study, consultants did not differ from nonconsultants in their interest in research or teaching. (See below.) Faculty who were heavily oriented toward teaching consulted just as much as those who were heavily interested in research. By re-

stricting their study of consultants to only those who had received federal research grants, Ladd and Lipset (1975a) biased their data toward those with research orientations and hence those with a liberal-left political orientation. The fact of the matter is, however, that in general, consultants were more politically conservative than non-consultants and the more actively involved in consulting, the more conservative the faculty member was likely to be.

This finding on consulting and "conservatism-liberalism" is as important as it is controversial. In the first place, political conservatism and age can be confounding the outcomes for, among other data (see below), Figure 1 shows an age/consulting relationship. Second, a relationship between political conservatism and discipline likewise could be masking the true relationship. (See Table 2.)

With respect to age and conservatism, there is a large body of literature advancing arguments and evidence for a decline in liberalism with increasing age. Ladd and Lipset (1975a) for example, develop the thesis at great length and do so for faculty in particular. Earlier Lazarsfeld and Thielens (1958) also found older social science faculty to be more conservative. ("Permissiveness" was their measure of liberalism.) Glamser (1974) has recently corroborated the relationship of advanced age to conservatism although academics were not his subjects.

At the same time, not all have accepted the "proof". Faia (1974), in particular, has questioned the "myth of the liberal professor" -- as he calls it, and does so by using the same data bank. Lipset and Ladd (1974) have responded to Faia's critique, and Faia (1976) has challenged their rebuttal. One of Faia's criticisms has to do with the fact that the principal data is cross-sectional, not longitudinal, and

the observed higher percentage of conservative positions expressed by older faculty could be a simple cohort phenomenon. There is some evidence to support a cohort effect for faculty in the 1930's have been shown to be on the extreme conservative side. See,for example, Wechsler (1935) and Orr (1978) who report University of Michigan faculty voting for Wilkie over Roosevelt in 1936, a faculty which by Lipset and Ladd studies would be on the far left. By a cohort explanation, today's older, conservative faculty have not changed with aging but rather had that very same conservative stance 25-30 years ago and simply have maintained it. They have not changed with time.

Other studies also shed doubt on the declining liberalism syndrome with age. Kapnick, Goodman and Cornwell (1968), Campbell (1971), and Douglass, Cleveland, and Maddox (1974) find aging and conservatism to be much more complex than is normally stated. In general they find that stances taken are issue specific and can depend upon the immediateness of the topic to the respondent. (For example, older people are more favorably disposed to medicare than are younger persons, although the normal way of scoring support for social legislation is "liberal.") The subjects, however, were not college and university professors. Even more perplexing is Thielens' (1978) finding that faculty liberalism is probably the single best predictor of professorial behavior (at least since 1955) over a wide span of activities.

Uncertainty, then, surrounds the slippery concept of liberalism, the many ways it becomes operationally defined, and its relationship to changing age. (Finkelstein's (1978:359-369) review of the literature on this topic reaches the same conclusion, viz, uncertainty.) In this study, though, the relationship between age, liberalism, and consulting

is clear. Table 4 and Figure 2, a graphic display of the data in Table 4, show unmistakenly that the more conservative persons are the more active consultants (≥11%) for every age group. The amount of consulting is a function of age (max at 41-50) but is independent of political inclination. The patterns are the same for each group. They support the

[Insert Table 4 about here.]

stated assertion and remain contrary to Ladd and Lipset's claim (quoted

[Insert Figure 2 about here.]

above) and to an earlier finding of Lazarsfeld and Thielens (1955:443) where a higher percentage of liberals than conservatives had been called in by business as consultants.

Turning now to the relationship between discipline, "liberalism," and consulting, the greater liberalism of arts and science faculty (beginning with sociologists as furthest on the left) in contrasted to those in professional schools (engineering and agriculture furthest on the right) has been demonstrated. (See, e.g., Ladd and Lipset (1975b.) Table 2 shows the discipline differences and amount of consulting. The higher proportion of consulting by professional school faculty no doubt results from at least two factors--(a) the opportunity and (b) the expected normative behavior of the discipline. Medicine and business not only provide more occasions and resources for the solution to practical problems than exist, say, in the humanities but also what is expected and accepted faculty behavior varies from fields to field. "Good" faculty in schools of business are expected to be called to consult and an individual's reputation is contingent upon his visibility in this role. On the other hand, in many arts and science disciplines, colleagues

view consulting as they do a mathematician preparing a calculus text, viz, as areas detracting from research, and being counter productive for the standing of the department. (Giving expert testimony in Washington would be approved.) "Good" arts and science faculty down play consulting, even if there is an opportunity.

Therefore it is important to examine within field differences by degree of consulting and political liberalism-conservatism. In nine of the 12 fields, the differences were statistically non-significant ($p < .05$). The three fields which do have statistically significant variation -- physical sciences, engineering, and a collection of other professions and health (nursing, dentistry, ... but excluding medicine) -- are shown in Tables 5, 6, and 7 respectively. In each case, the contingency coefficients are not high and the actual number of cases in the cells representing the most active consultants and the extremes of the political spectrum are approximately equal. In all three cases, how-

[Insert Tables 5, 6, & 7 about here.]

ever, the percentages of the most active consultants are higher for those who assert a conservative political orientation. That is, not only are there more conservatives in the disciplines where consulting is more frequent but also when there are differences within a discipline, the most conservative is more likely to be the most active consultant.

Hence when both age and field are examined, conservatives are the most active consultants.

B. Role Interrelations

While significant chi squares were obtained when the sample was tested for degree of consulting and (1) interest in teaching and (2) in number of hours per week spent in the classroom, in both cases the con-

tingency coefficients were very low (.07 and .05, respectively). The strength of the relationship is too weak to attach any significance to the outcomes. Active consultants were slightly more interested in research (4.9%) than in teaching (4.1%) but the percent who spent more than 13 hours per week in the classroom was greater than those who spent four or less per week in the classroom (4.3 vs. 4.0). Faculty who were oriented toward teaching consulted just as much as those who were heavily interested in research. There is a relatively strong, positive relationship (CC = .18) between consulting and publications. More than two-thirds of the most active publishers consulted, while only one-third of those

[Insert Table 8 about here.]

who had not consulted did so.[3] In contrast to nonconsultants, consultants also constituted a significantly greater proportion of the faculty who frequently communicated with colleagues elsewhere and of those who subscribed to a large number of journals (CC = .21 and .19, respectively).

There is a positive relationship between degree of consulting and activity and influence in departmental and in institutional affairs, except for the approximately four percent of the faculty who were the most active consultants. These very active consultants were found in proportionately greater numbers among faculty who perceived themselves

[Insert Tables 9, 10 and 11 about here.]

as relatively inactive and uninfluential in departmental and university governance. (The lower contingency coefficients result from the reversed pattern for the active consultants.) Interestingly, those faculty members who did not consult and who therefore would seem to have had the most time for governance activities, were the least active and influential.

C. Careers

Faculty members who consulted appear to have been more satisfied with their careers than those who did not consult. Satisfaction is defined here in a broad attitudinal sense. The attitudinal referents include the faculty members' perceived career success, their general feelings about whether or not their institution was a good place for them, their rating of their institutions' intellectual environment, and their satisfaction with their salaries.

Question 37 of the questionnaire asked the respondents to compare themselves with other academicians of similar age and qualifications and rate how successful they considered themselves to be in their careers. More than two-thirds of the faculty who rated their careers as "very successful" regularly engaged in consulting as contrasted with 32 percent of those who had not consulted. When the subjects were asked, "In general, how do you feel about this institution?", consultants tended to express more positive feelings than nonconsultants.

A similar pattern appeared when faculty were asked to rate the intellectual environment of their own institution. More than 60 percent of the consulting faculty felt that their institution's intellectual environment was excellent whereas less than 40 percent of those who did not consult gave the same high accord to their institution's intellectual environment. Consultants, compared to nonconsultanting faculty, were also slightly more satisfied with their salaries.

Although the contingency coefficients were uniformly low on these four measures, the data consistently show that faculty members who regularly consulted tended to be more satisfied with their careers and

their universities than were nonconsulting faculty. One factor contributing to these low contingency coefficients is that the very active consultants are a distinct subgroup whose attitudes differed from those of other consultants. On all of the measures of career satisfaction this group was less satisfied than those who spent less than 20 percent of their time in consulting. Proportionately more very active consultants were found among faculty who felt their careers were unsatisfactory than among faculty who were satisfied with their careers. This was not so for the less active consultants.

D. The Very Active Consultant

Thus far it has been shown that very active consultants began consulting earlier in their careers and continued to consult later in their careers than did faculty who devoted less than 20 percent of their time to consulting. Unlike the other consultants, those who were very active were found about equally distributed among the ranks. They were outsiders from the university community in terms of participation in decision-making and they tended to feel that a small group of senior professors had a disproportionate amount of power in the running of the university. The very active subgroup also differed from the less active consultants in that they worked more with graduate students and they tended to socialize less with fellow faculty members. (See [author reference] for supporting data.)

It is not unexpected to see that the very active consultants reported slightly more job offers than the less active consultants, but what is surprising, in view of their general dissatisfaction and outsider orientation, is that almost nine out of ten of the most active consultants

said that if they could begin their careers again, they would be a professor. Approximately 93 percent of the less active consultants replied that they too would have made the same career choice.

Also, despite the fact that they received more job offers, the most active consultants were less mobile than other consultants. Only 44 percent of the very active consultants had been employed at more than one other university in contrast to over 55 percent of the less active consultants. (On all of these measures the chi squares had $p < .02$, but CC's were low, around .06.)

The faculty members who consulted more than one-day-per-week (i.e., $> 20\%$) present an intriguing set of contradictions. They were just as happy with their choice of careers and yet they were slightly less satisfied with their particular university than were the other consultants. They had more job offers and yet they were less mobile. They were slightly less satisfied with their salaries, but yet they received considerably more total income than less active consultants. In fact, when asked how much they had earned from supplemental sources, over and above their basic university salary, almost one-third of the most active consultants reported earning at least half again as much money. Only nine percent of the mild and moderate consultants reported that fraction of additional income.

DISCUSSION

To begin, there are certain limitations on the findings. The sampled year could well have been atypical, at least with respect to numbers of faculty consulting and the amount of consulting carried on. Financial constraints may have lessened the activity today, as contrasted

with 1969. And changing social problems could alter the demands by academic and professional area--more in health related and less in space engineering fields today, for example. However, there is no compelling reason to believe that the basic characteristics and attributes which distinguished nonconsultants from consultants, and mild and moderate consultants from very active consultants, would differ with this passing of time.

Next, while Clark's (1962) definition of the Consultant is basically sound (except for mobility), the percentage of faculty fitting this conception is miniscule. This analysis was confined to 20-25 percent of the nation's professors, namely, those in research universities. Here one expects to find the highest fraction of very active consultants, and they constituted less than 5 percent of the population. From the Carnegie Commission 1969 survey (1972:156), the 54 percent in research universities who had no paid consulting increases to 58 percent in other doctoral granting universities, 68 percent in comprehensive universities and colleges, and 75 percent in two-year colleges. These latter groups make up three-quarters or more of U.S. faculty. On this basis, a figure of three percent as the number of faculty who are very active consultants seems like a reasonable maximum. Hence, those who infer that nearly all faculty are consulting essentially a large amount of the time and who impute essentially all negative traits to such activity, even if true, are tarring a high percentage of innocent persons. Moreover, since the finding here showed that it was the more conservative professor who was the most active consultant--and hence lends support to those who worry about conflicts of interest and a complicity between the educational establishment and the military-industrial complex--many of

those who make the most scathing remarks about academics as consultants are most likely to be attacking their political and economic compatriots rather than those "immoral, liberal" professors they seem to despise. Also, the findings tend to support the Fulton and Trow (1974) speculation of "the more, the more", up to a point. Research and teaching and service, including both internal and external, go together. The better teacher is the better scholar and the one who contributes a greater than average share to the running of the organization. The consulting role follows this same positive interrelationship, until the person becomes a very active consultant. While causal relationships are beyond the treatment of these data, there appears to be no reason to discourage external service for pay since faculty who consulted were among the most productive over all.

What the analyses made here do show is that the separation of faculty life into distinct components is probably not the most effective mode of inquiry. It is not a question of research versus teaching, or any other activities put in contrast with one another. Rather, the academic seems to have melded the roles into one and might better be studied from a wholistic rather than a particularistic perspective.

NOTES

1. A 1961-62 survey found between 13 and 16 percent of all faculty received income from consulting (Dunham, Wright, and Chandler, 1966). Parson and Platt's (1968) pilot study found about half of the faculty interviewed never had consulted, but theirs was not a random sample of institutions nor was any attempt made to ascertain frequency or rate of those who did.

2. It should be noted that this is cross sectional, not longitudinal, data. The assumption that today's forty-year old will ten years from now resemble today's fifty-year old must be made with caution. A number of factors--e.g., institutional policy, opportunities to consult--could change the pattern. Indeed, some older faculty may never have had the expertise to be consultants if they were in the system before professionalization, publications, and research were the norms, a relatively recent phenomenon in U.S. higher education.

3. In their study of faculty productivity, Fulton and Trow (1974) utilized the same ACE-CC data bank used in the present study. They found a small relationship between consulting and publication for faculty at major research universities. However, the magnitude of the relationship (i.e., the difference in the proportion who consult between the most active and inactive publishers) was smaller than the relationship displayed in Table 4. This difference can be accounted for by noting the different measures of consulting used in the two studies. Fulton and Trow (1974) did not exclude faculty who had not been paid for consulting in the two years prior to the survey.

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TABLE 1

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY RANK, PERCENT

Percent Normal Workweek Consulting	RANK		
	Professor (38.1%)	Associate (28.0%)	Assistant (33.9%)
None (45.8%)	35.5	45.1	57.9
1-10% (38.3%)	46.9	37.7	29.3
11-20% (12.0%)	14.0	12.9	9.1
>20% (3.8%)	3.6	4.3	3.7
Total % 99.9%	100.0%	100.0%	100.0%
Total N 8009	3055	2241	2713

$X^2 = 306.71$ 6df, $p<.001$ Contingency Coefficient = .19

TABLE 2

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY MAJOR TEACHING FIELD, PERCENT

Percent of Normal Workweek Consulting		Social Sciences	Humanities	Fine Arts	Law	Physical Science	Biological Science	Medicine	Education	Business	Engineering	Other Profess., Health	Agriculture
None	(46.3%)	36.7	70.1	50.8	30.3	59.0	59.1	15.7	19.7	26.4	33.1	41.5	52.9
1-10	(38.4%)	45.2	25.5	39.7	49.4	30.4	34.3	48.8	53.7	42.2	44.5	46.1	34.3
11-20	(11.8%)	14.1	3.7	7.6	11.2	7.9	5.7	22.0	20.5	24.1	19.4	8.9	8.8
>20	(3.5%)	3.8	.7	1.9	9.0	2.6	.8	13.6	6.1	7.2	3.1	3.4	3.9
Total % = 100.0		100.0	100.0	100.0	99.9	99.9	99.9	100.0	100.0	99.9	100.0	99.9	99.9
Total N = 7292		1126	1053	317	89	1258	766	369	458	348	868	436	204

TABLE 3

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY POLITICAL ORIENTATION, PERCENT

Percent Normal Workweek Consulting	Political Orientation				
	Left (5.8%)	Liberal (47.0%)	Middle of the Road (25.2%)	Moderately Conservative (19.9%)	Strongly Conservative (2.2%)
None (45.7%)	59.9	46.3	43.7	42.8	42.1
1-10% (38.4%)	30.3	38.6	40.2	38.6	34.5
11-20% (12.0%)	6.8	11.6	12.5	13.6	16.4
>20% (3.9%)	3.1	3.4	3.7	5.0	7.0
Total % = 100.0%	100.1	99.9	100.1	100.0	100.0
Total N = 7936	459	3729	1999	1587	171

$X^2 = 66.04$ 12df $p<.001$ Contingency Coefficient = .09

TABLE 4

DEGREE OF CONSULTING, AGE, AND POLITICAL ORIENTATION

Consult >20%/week (Actives)

		Combined Left and Liberal	Middle Road	Combined Moderate and Strongly Conservative
		(52.8%)	(25.2)	(22.1)
Age	40	2.0%	2.2%	3.0%
	41-50	4.8	4.5	7.2
	51	4.0	3.5	6.7
			11-20% (Moderates)	
Age	40	6.9%	8.0%	12.8%
	41-50	11.4	13.9	14.8
	51	11.9	17.7	14.6
			1-10% (Mild)	
Age	40	26.5%	31.7%	26.1%
	41-50	42.7	43.0	41.8
	51	37.8	41.0	32.3
			None	
Age	40	64.5%	58.0%	58.3%
	41-50	41.0	38.5	36.2
	51	46.3	41.7	46.4
			Total %s	
Age	40	99.9%	99.9%	100.2%
	41-50	99.9	99.9	100.0
	51	100.0	99.9	100.0

TABLE 5

ENGINEERING DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY POLITICAL ORIENTATION, PERCENT

Percent Normal Workweek Consulting		Political Orientation				
		Left	Liberal	Middle of the Road	Moderately Conservative	Strongly Conservative
		(2.1)	(30.0)	(30.9)	(31.7)	(5.3)
None	(33.2%)	72.2	31.7	35.2	30.3	32.6
1-10%	(44.6%)	11.1	45.2	44.6	46.7	41.3
11-20%	(19.2%)	11.1	20.5	18.0	20.1	17.4
> 20%	(3.0%)	5.6	2.7	2.2	2.9	8.7

Total % = 100.0

Total N = 864 of 1028

$X^2 = 21.555$ $p < .0428$ Contingency Coefficient = .1560

TABLE 6

OTHER PROFESSIONS AND HEALTH DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY POLITICAL ORIENTATION, PERCENT

Percent Normal Workweek Consulting		Political Orientation				
		Left	Liberal	Middle of the Road	Moderately Conservative	Strongly Conservative
		(1.1)	(34.3)	(28.5)	(32.6)	(3.4)
None	(41.4%)	20.0	30.2	49.2	45.8	53.3
1-10%	(46.2%)	60.0	55.7	43.5	40.1	26.7
11-20%	(9.0%)	20.0	10.7	4.8	9.2	20.0
> 20%	(3.4%)	0	3.4	2.4	4.9	0

Total % = 100.0

Total N = 435 of 718

$X^2 = 21.314$ $p < .046$ Contingency Coefficient = .2161

TABLE 7

PHYSICAL SCIENCE: DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY POLITICAL ORIENTATION, PERCENT

Percent Normal Workweek Consulting		Political Orientation				
		Left	Liberal	Middle of the Road	Moderately Conservative	Strongly Conservative
		(5.4)	(48.4)	(27.4)	(17.0)	(1.9)
None	(58.7%)	71.6	62.1	56.2	50.7	43.5
1-10%	(30.6%)	22.4	29.2	33.5	32.7	26.1
11-20%	(8.0%)	4.5	6.6	8.2	11.4	21.7
> 20%	(2.7%)	1.5	2.0	2.1	5.2	8.7

Total % = 100.0

Total N = 1243 of 1541

$X^2 = 30.903$ $p < .002$ Contingency Coefficient = .1558

TABLE 8

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY NUMBER OF PUBLICATIONS LAST TWO YEARS, PERCENT

Percent Normal Workweek Consulting		Publications Last Two Years				
		None (20.1%)	1-2 (30.9%)	3-4 (24.6%)	5-10 (18.6%)	> 10 (5.8%)
None	(45.8%)	59.3	50.2	40.4	36.4	28.6
1-10%	(38.3%)	29.9	35.9	41.7	44.3	47.1
11-20%	(12.0%)	7.8	10.3	14.0	14.7	18.7
>20%	(3.8%)	3.0	3.5	3.9	4.6	5.6
Total % = 99.9%		100.0	99.9	100.0	100.0	100.0
Total N = 7975		1602	2462	1960	1486	465
X^2 = 279.18 12df		p<.001	Contingency Coefficient = .18			

TABLE 9

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY DEPARTMENTAL ACTIVITY, PERCENT

Percent Normal Workweek Consulting		Activity in Departmental Affairs				
		Much more than average (35.4%)	More than average (24.5%)	Average (26.6%)	Less than average (8.9%)	Much less than average (4.6%)
None	(45.8%)	39.1	43.6	53.0	54.4	50.7
1-10%	(38.3%)	44.3	40.4	33.1	28.8	30.6
11-20%	(12.0%)	13.0	12.4	10.2	11.7	12.4
>20%	(3.9%)	3.6	3.5	3.7	5.1	6.3
Total % =	100.0%	100.0	99.9	100.0	100.0	100.0
Total N =	7948	2813	1949	2112	711	363

$X^2 = 149.99$ 12df, $p<.001$ Contingency Coefficient = .14

TABLE 10

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY PARTICIPATION IN GOVERNANCE OF UNIVERSITY, PERCENT

Percent Normal Workweek Consulting		Participation in University Governance				
		Much more than average (13.9%)	More than average (14.9%)	Average (26.1%)	Less than average (26.1%)	Much less than average (19.0%)
None	(45.7%)	38.8	38.2	44.1	47.6	56.4
1-10%	(38.5%)	45.0	46.9	39.3	36.3	28.8
11-20%	(12.0%)	13.5	12.8	12.0	11.8	10.2
>20%	(3.8%)	2.7	2.0	4.5	4.3	4.6
Total % =	100.0%	100.0	99.9	99.9	100.0	100.0
Total N =	7923	1103	1183	2069	2064	1504

$X^2 = 165.91$ 12df $p<.001$ Contingency Coefficient = .14

TABLE 11

DISTRIBUTION OF TIME DEVOTED TO CONSULTING BY PERCEIVED OPPORTUNITY TO INFLUENCE DEPARTMENTAL POLICY, PERCENT

Percent Normal Workweek Consulting		Opportunity to Influence Department			
		Great Deal (34.6%)	Quite a bit (30.0%)	Some (29.5%)	None (5.9%)
None	(45.8%)	39.1	44.4	53.3	53.9
1-10%	(38.3%)	44.0	40.6	31.3	28.9
11-20%	(12.0%)	13.3	11.5	11.1	11.9
>20%	(3.9%)	3.6	3.5	4.3	5.3
Total % =	100.0%	100.0	100.0	100.0	100.0
Total N =	7973	2755	2392	2355	471

$X^2 = 142.59$ 9df $p < .001$ Contingency Coefficient = .13

FIGURE 1

CHANGE IN THE PROPORTION OF FACULTY WHO ARE MILDLY, MODERATELY, AND VERY ACTIVELY ENGAGED IN CONSULTING BY AGE, STANDARD SCORES

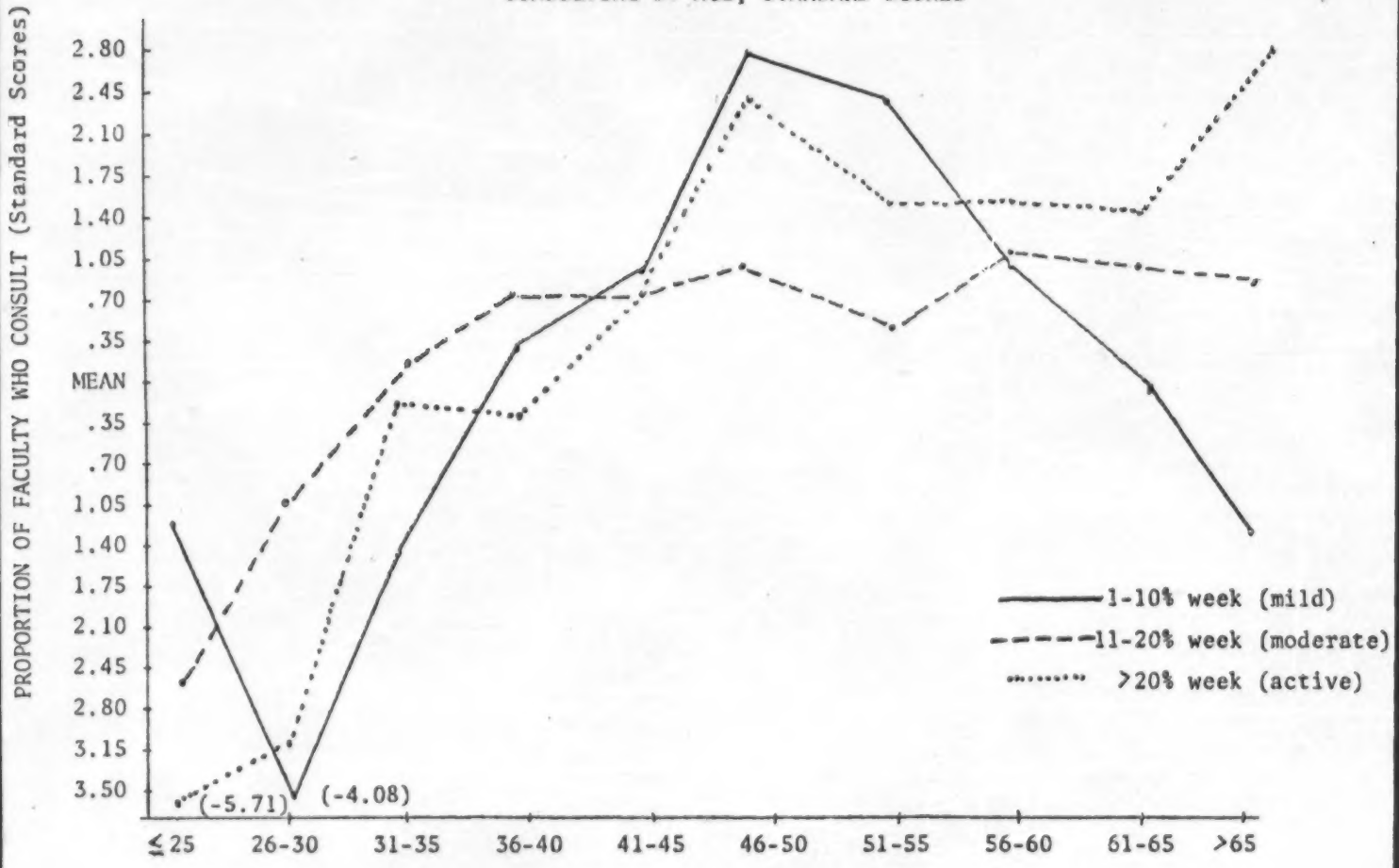

FIGURE 2

DEGREE OF CONSULTING, AGE, AND POLITICAL ORIENTATION